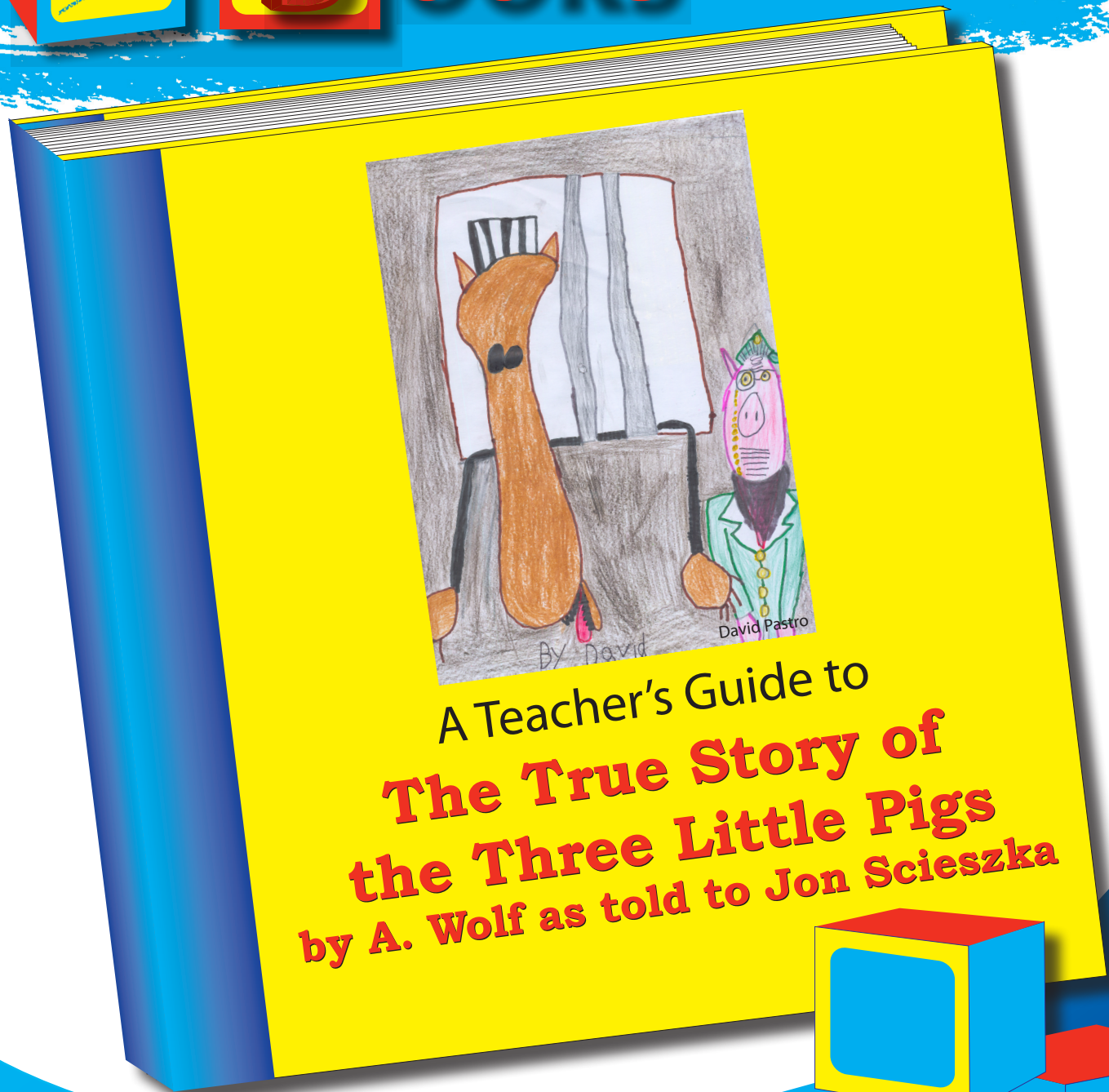


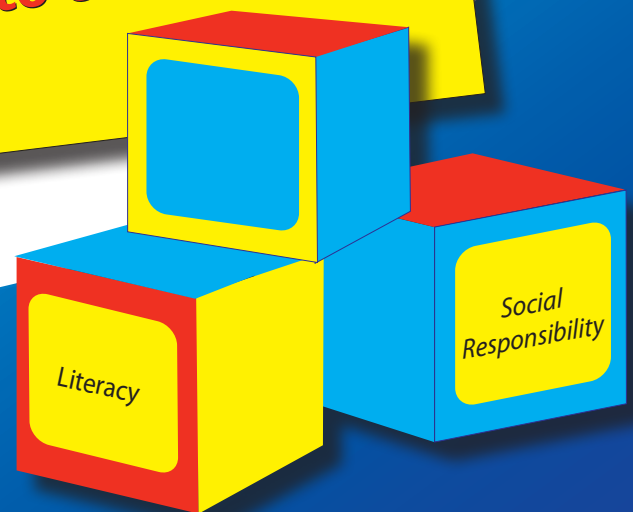
Thoughtful Books

GRADE
2+



Series Editor
Author

Mary Abbott
Mary Abbott



Note to parents and teachers

The Thoughtful Books Series makes use of exemplary children's literature to help young readers learn to read critically and to thoughtfully consider ethical matters. Critical thinkers rely on inquisitive attitudes, utilize thinking strategies, access background knowledge, understand thinking vocabulary, and apply relevant criteria when making thoughtful decisions. We refer to these attributes as intellectual tools. Each resource in this series features specific intellectual tools supporting literacy development and ethical deliberation. Teachers and parents can introduce the tools using the suggested activities in this resource, and then support learners in applying the tools in various situations overtime, until children use them independently, selectively, and naturally.

Reading as thinking

Reading is more than decoding words. It is the active process of constructing meaning. Good readers understand this process as engagement in critical thinking. They employ specific literacy competencies as they engage with text, create meaning from text, and extend their thinking beyond text. The activities in this booklet help develop the following literacy competencies:

- *Accessing background knowledge:* Good readers draw on what they already know to establish a foundation for approaching new texts. In this case, students recall familiar stories with a wolf character in order to guess which story will be told.
- *Inferring:* Good readers generate conclusions and hypotheses based on textual clues and evidence. In this case, students infer what qualities the wolf's character has, based on events in the story.
- *Finding important ideas:* Good readers discriminate between details and key or important ideas. In this case, students identify which actions of the wolf support or call into question his story.
- *Synthesizing ideas:* Good readers critically think about and respond to issues and themes. In this case, students relate point of view to situations they may encounter in real life.

Ethical considerations

A second focus of the activities in this booklet is to help learners develop the intellectual tools they need to think critically about ethical considerations. It is important to teach the tools, often through modelling and illustrating with examples, and continue to apply the tools in a variety of situations over time, until learners internalize them. The following ethical considerations are addressed in this resource:

- *See the other side (another point of view):* Critical thinkers require strategies to help them think through a situation. In this case, re-telling the story of the baker and the hungry man provides an opportunity to see differing points of view.
- *Open-mindedness and willingness to change one's mind:* Critical thinkers exhibit values and attitudes that are conducive to careful, conscientious thinking. In this case, open-mindedness is encouraged as students consider how others see things. As well, students are invited to change their minds by reconsidering their initial perception of the wolf in light of further evidence from the non-traditional retelling of the story.

TEACHER'S GUIDE FOR: *The True Story of the 3 Little Pigs*

by A. Wolf as told to Jon Scieszka

Critical question

Is the Wolf in *The True Story of the 3 Little Pigs* telling the truth?

Story

The Three Little Pigs (traditional version), available at <http://math-www.uni-paderborn.de/~odenbach/pigs/pig2.html>

The True Story of the 3 Little Pigs by A. Wolf as told to Jon Scieszka, illustrated by Lane Smith, Puffin Books (1996).

Summary

After examining the wolf's character in the traditional story of *The Three Little Pigs*, readers investigate a non-traditional retelling of this story and determine, based on evidence, whether or not the wolf's version of the story is believable.

Main focus

Literacy competencies

- accessing background knowledge
- inferring
- finding important ideas
- synthesizing ideas

Ethical considerations

- seeing the other side (point of view)
- open-mindedness and willingness to change one's mind

Levels of involvement

Consider students' interest and their level of maturity to determine whether or not all three levels of after-reading activities are appropriate.

- *Exposure*: Describe the wolf's character; compare the two stories; reach a conclusion about the wolf's version.
- *Investigation*: Explore situations from different points of view.
- *Application*: Connect point of view to a real-life situation.

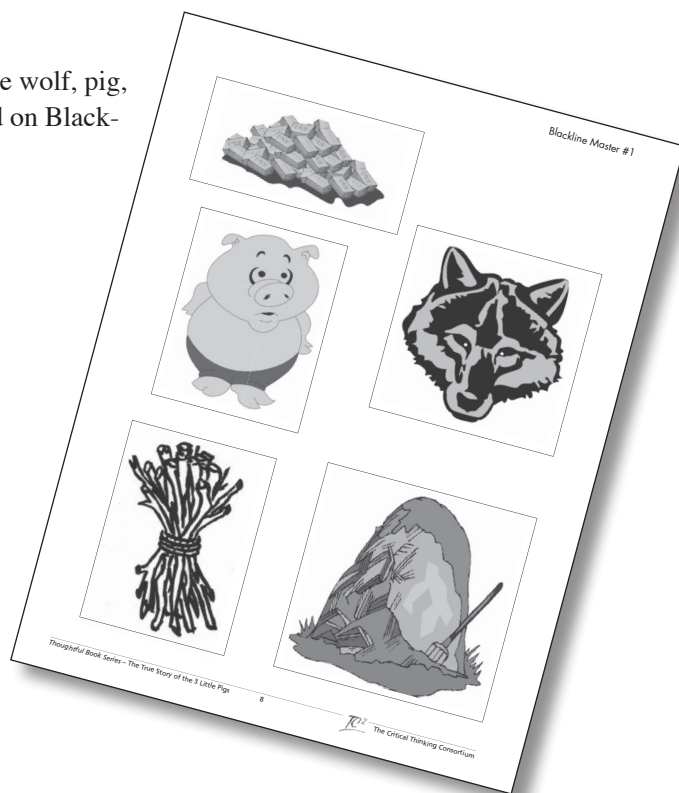
Activities: The Three Little Pigs (traditional story)

Introduce the story using pictures

Session One

Before reading

- Cut out the picture cards of the wolf, pig, bricks, straw, and sticks found on Blackline Master #1.



Accessing background knowledge

- Tell students: “We are going to read a story you already know and I want you to guess what the story might be from the picture clues.”
- Show the wolf card and invite students to guess what the story might be (*Little Red Riding Hood*, *Peter and the Wolf*).
- Show each card until students guess *The Three Little Pigs*.
- If students guess before all the cards are shown, ask what might be shown on the remaining cards.
- If students do not guess correctly, ask who the story will be about based on the pictures.

During reading

Read the traditional story of *The Three Little Pigs*

- Read or tell the traditional story of *The Three Little Pigs*.
- Encourage students to participate in the storytelling by joining in with the repeated phrases and actions (“little pig, little pig, let me come in”).
- If students are very familiar with the story, invite a group of students to tell the story.

**Describe the
wolf's character**

Inferring

After reading: exposure level

- Show the wolf picture card again and ask:
 - “What do you think about the wolf?”
 - “How would you describe the wolf?”
 - “Do you think the wolf is hard-working? honest? kind?”
- For each characteristic suggested, ask “How do you know?”
- Introduce the term “evidence” and explain that it is information that helps us decide what to believe. If necessary, give examples, such as that evidence of kindness is shown when someone helps others or says nice things about them.
- As a class, locate evidence from the story that supports each characteristic suggested. Record the characteristics of the wolf that are supported by the story.

Activities: The True Story of the Three Little Pigs

Begin New Session

Before reading

- Show the cover of the book and explain that this book is another version of the story of the three little pigs.

During reading

- After page 1, ask:
 - “Who do you think is telling the story?”
- After page 4, ask:
 - “What do you think the ‘real story’ might be?”
- After the wolf eats the first pig, ask:
 - “What do you think of the wolf now?”
 - “What do you think the wolf will do now?”
- After the wolf eats the second pig, ask:
 - “What do you think will happen now?”

After reading: exposure level

- Ask students what is the same and what is different about the two stories. Invite students to determine similarities and differences in an A/B partner discussion. Ask partners to share their ideas with the entire class. Record student ideas on the board, using a Venn diagram.

**Introduce
the story**

**Read the story
in chunks**

**Compare the
two stories**

**Reach a conclusion
about the wolf's
version**

- Ask: “Why are the stories so different?”
- Introduce the term “point of view” and explain that it can mean looking at the other side of a story.
- Point out that if we believed the wolf’s version of the story, we might change our first impression of the wolf.
- Pose the question: “Is the wolf in *The True Story of the 3 Little Pigs* telling the truth?”
- Remind students that we need to find evidence to make this decision just as we found evidence about the wolf’s character in the first story. Tell students they are going to work like detectives and find evidence in the story to help them decide if the wolf is telling the truth.
- If it is more appropriate to record evidence as an entire class, create a chart similar to the one below. If students are able to work more independently, give student partners a copy of Blackline Master #2.

<i>The wolf said or did . . .</i>	<i>I believe him because . . .</i>	<i>I don't believe him because . . .</i>
	<i>(evidence that supports the wolf's version)</i>	<i>(evidence that questions the wolf's version)</i>

Blackline Master #2

Finding evidence

<i>The wolf said or did . . .</i>	<i>I believe him because . . .</i>	<i>I don't believe him because . . .</i>
	<i>(evidence that supports the wolf's version)</i>	<i>(evidence that questions the wolf's version)</i>

I think the wolf _____ telling the truth because _____

Thoughtful Book Series – The True Story of the 3 Little Pigs

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Finding important ideas

- Re-read the story beginning on page 6 (“Way back in Once Upon a Time ...”). Invite students, either in partners using the blackline master or as a class, to find evidence that suggests whether or not the wolf is telling the truth. Encourage students to begin by recording what the wolf said or did and model this process for the first few pages of the story.
- As a whole class or with partners, allow students time to deliberate about whether the wolf’s actions provide evidence for or against his story. Ask students individually to make a decision about the credibility of the wolf’s story.
- Refer back to the list of characteristics of the wolf identified in the introductory activity. Ask students: “Do you still feel the same way about the wolf or did you change your mind about him?”

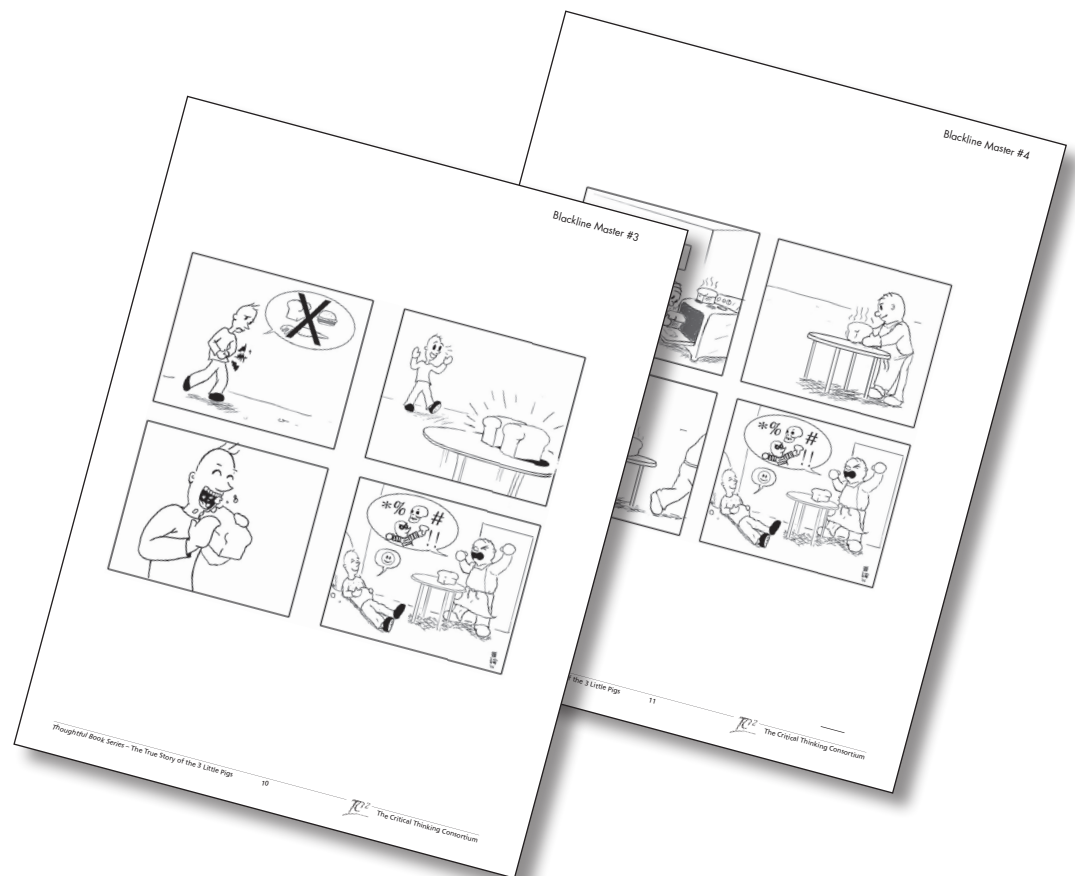
Begin New Session

After reading: investigation level

Explore situations from different points of view

- Review the concept of point of view and the influence of point of view in students’ perception of the wolf in *The True Story of the 3 Little Pigs*.
- Say: “Sometimes seeing another side of a story causes us to change our mind.”
- Show students the two picture scenarios on Blackline Masters #3 and #4, about the baker and the hungry man.

Synthesizing ideas



**Connect point of
view to a real-life
situation**

- As a class or in A/B partners, discuss what is the same and what is different about each set of pictures.
- Point out that this is the same story told from two different points of view.
- Discuss what each character might be thinking/feeling in each picture, and together tell the story from both points of view.
 - Invite students to assume one role (baker) and you might assume the other role (hungry man).
 - Encourage students to tell the story in the first person (“I”) adding details and expressions to describe the feelings in each picture.
 - You might model this first by beginning to tell the story from one of the roles.
- Discuss how the outcome of the story (the final frame) would be different if the baker and the hungry man both understood each other’s point of view.
- Ask: “How might this situation be resolved fairly and without anger if the baker and the hungry man both understood each other’s point of view?” Invite students to discuss this in A/B partners, as a class, and/or to draw or write their responses.

After reading: application level

- Ask: “Can you think of a situation when you got angry, judged someone, or reacted strongly without understanding the other person’s point of view?” Provide examples such as when someone took a toy or extra cookies or when someone hurt your feelings. Discuss familiar examples that have occurred in the classroom or on the playground.
- As a class, consider what the other person’s point of view might have been and how understanding that perspective might have changed the situation. For example, they didn’t think you would mind if they used your toy.
- Discuss how a person can see or find out someone else’s point of view (by putting yourself in their shoes, asking questions).
- Using a familiar example that is relevant to students, identify the points of view involved and role play a conversation or thinking process that would help reveal both points of view.

**Synthesizing
ideas**

Assessment

- Use the rubric *Assessing perspective and open-mindedness* (Blackline Master #5) to assess students' understanding of acts of kindness.

Blackline Master #5

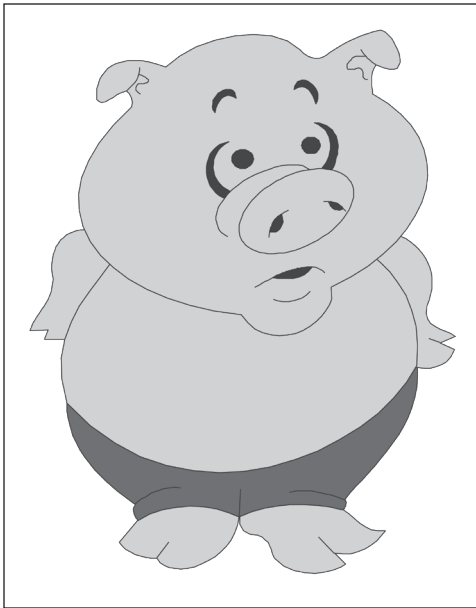
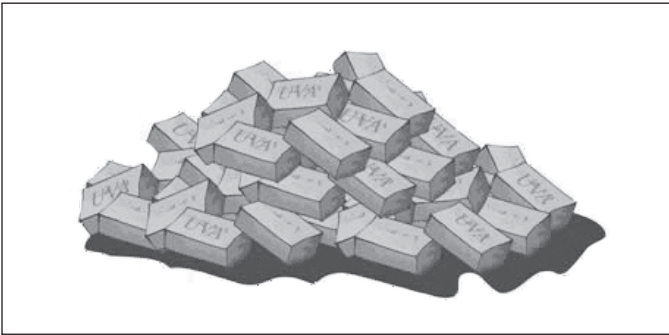
Assessing evidence and point of view

Locates evidence in the story	Sophisticated understanding	Extending understanding	Basic understanding	Partial recognition	Pre-recognition
Effectively uses clues from the story to locate evidence that supports a claim. Provides a clear explanation.	Uses clues from the story to find evidence that supports a claim. Provides a simple explanation.	Uses clues from the story to find evidence that supports a claim. Provides a simple explanation.	Uses clues from the story to find evidence that supports a claim. Provides a simple explanation.	Has difficulty consistently using clues to find evidence that supports a claim. Needs support.	Can identify if the wolf is telling the truth or not, but is unable to explain what an inference is.
Is open-minded	Is very open-minded. reconsiders his/her initial perceptions of the wolf in light of new evidence. final perceptions.	Is open-minded. reconsiders his/her initial perceptions of the wolf in light of new evidence. final perceptions.	Is somewhat open-minded. reconsiders his/her initial perceptions of the wolf but does not consistently use new evidence to inform his/her point of view.	Requires support to reconsider his/her initial perceptions of the wolf and to use new evidence to inform their point of view.	Is not open-minded. Does not reconsider his/her initial perceptions of the wolf.
Is able to see different points of view	Demonstrates the ability to understand a fictional account and a real-life situation from different perspectives. Offers plausible suggestions for resolving a conflict and a point of view from both perspectives.	Demonstrates the ability to understand a fictional account and a real-life situation from different perspectives. Offers a plausible suggestion for resolving a conflict and a point of view from both perspectives.	Demonstrates the ability to understand a fictional account and a real-life situation from different perspectives. Offers a plausible suggestion for resolving a conflict and a point of view from both perspectives.	Demonstrates the ability to understand a fictional account and a real-life situation from different perspectives. Offers a plausible suggestion for resolving a conflict and a point of view from both perspectives.	Demonstrates the ability to understand a fictional account and a real-life situation from different perspectives. Offers a plausible suggestion for resolving a conflict and a point of view from both perspectives.

Comments: _____

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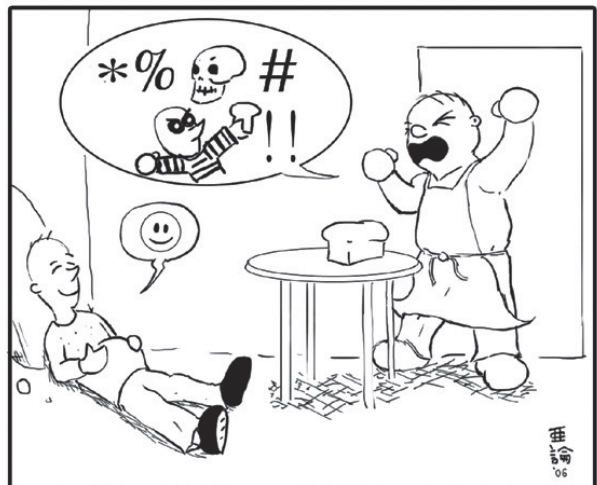
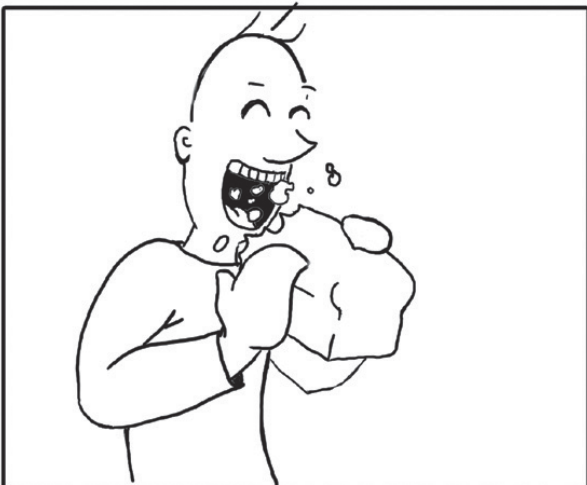
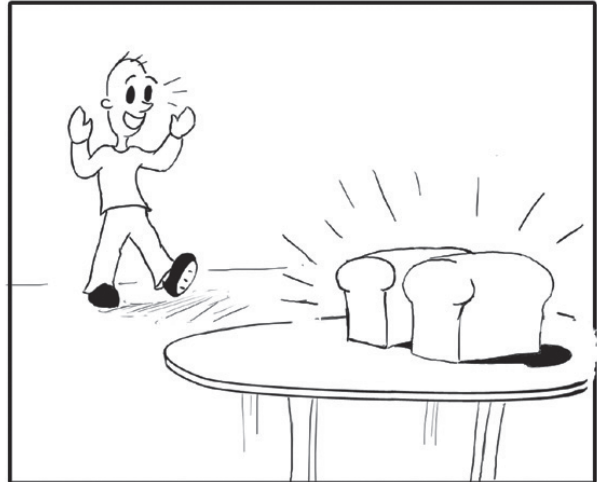
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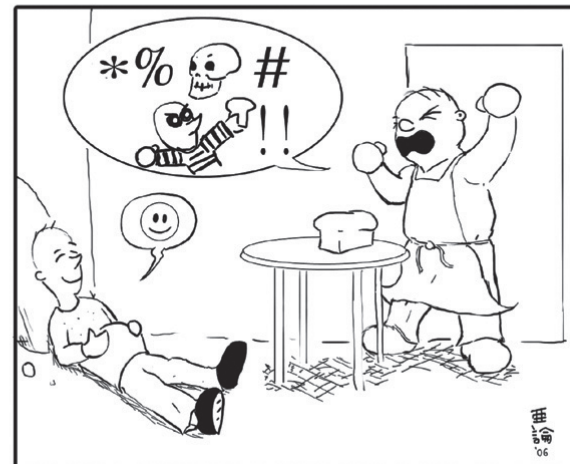
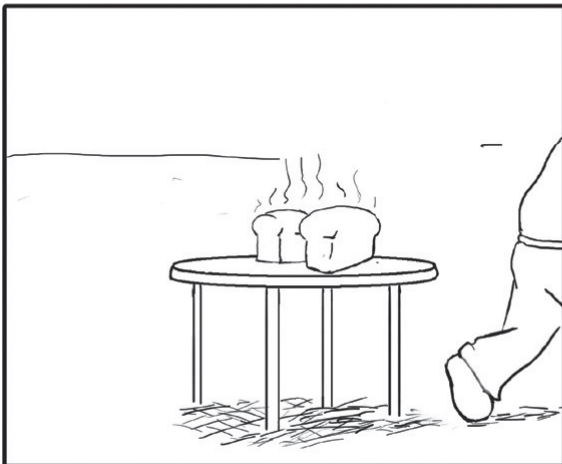
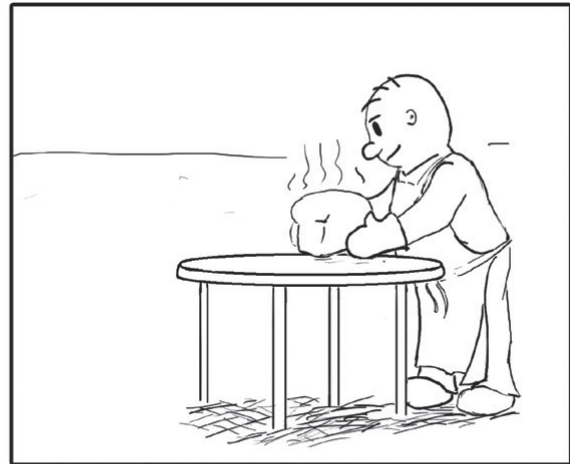
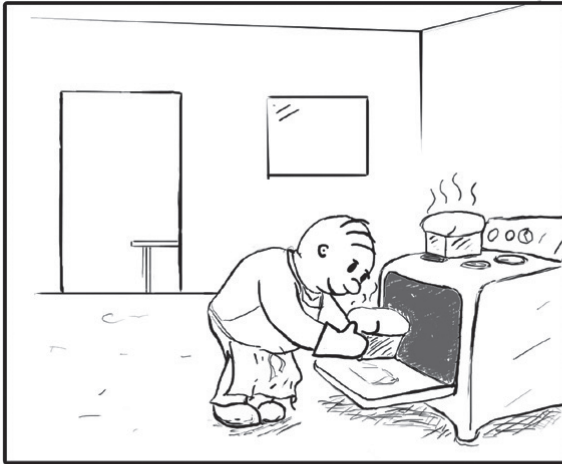


Finding evidence

The wolf said or did . . .	I believe him because . . .	I don't believe him because . . .
	<p><i>(evidence that supports the wolf's version)</i></p>	<p><i>(evidence that questions the wolf's version)</i></p>

I think the wolf _____ telling the truth because _____





Assessing evidence and point of view

Locates evidence in the story	Sophisticated understanding	Extended understanding	Basic understanding	Partial recognition	Pre-recognition
	Effectively uses clues from the story to locate evidence that supports and questions the wolf's story. Provides a clear explanation.	Uses clues from the story to find evidence that supports and questions the wolf's story. Provides a simple explanation.	Uses clues from the story to find obvious evidence that supports or questions the wolf's story.	Has difficulty consistently using clues to find evidence that supports or questions the wolf's story; needs support.	Can identify if the wolf is telling the truth or not but is unable to explain why. Does not understand what an inference is.
Is open-minded	Is very open-minded; reconsiders his/her initial perceptions of the wolf in light of new evidence. Fully explains his/her final perceptions.	Is open-minded; reconsiders his/her initial perceptions of the wolf in light of new evidence. Simply explains his/her final perceptions.	Is somewhat open-minded; reconsiders his/her initial perceptions of the wolf but does not consistently use new evidence to inform his/her point of view.	Requires support to reconsider his/her initial perceptions of the wolf and to use new evidence to inform their point of view.	Is not open-minded. Does not reconsider his/her initial perceptions of the wolf.
Is able to see different points of view	Demonstrates the ability to understand a fictional account and a real-life situation from different points of view. Offers plausible suggestions for resolving a conflict that is empathic and fairly honours both perspectives.	Demonstrates the ability to understand a fictional account and a real-life situation from different points of view. Offers a simple solution for resolving a conflict that honours both perspectives.	Demonstrates the ability to understand a fictional account from two points of view; may have difficulty seeing different points of view in his/her own life. Offers a simple solution for resolving a conflict that honours one perspective.	Demonstrates the ability to understand a fictional account from one point of view. Offers a simple solution for resolving conflict that honours that perspective. Needs support to see different points of view.	Needs support to identify the point of view from one character in a fictional account and offer a simple solution.

Comments:

Acknowledgements

Cover Design: Merry Meredith
Cover Artwork: David Pastro, age 8
Storyboard Artwork: Aaron Petovello
Interior Design: M. Kathie Wraight
Production: M. Kathie Wraight
Copy editor: Catherine Edwards
Reviewer: Alice Currie

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Series published by

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Thoughtful Books is a project of The Critical Thinking Consortium. **TC²** is a non-profit partnership of school districts, faculties of education, teacher professional associations, and other educational organizations. Our aim is to promote critical thinking from primary to post-secondary education through partner-sponsored professional development, publications, and research.

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